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ABSTRACT

OBJECTIVES: The institute was organized around five of the major components believed to influence the quality of the relationship between the learner and the teacher: 1) characteristics of the disadvantaged learner, 2) perceptions and beliefs of the teacher, 3) facilitators of learning, 4) curriculum material, and 5) teaching skills. DURATION: June 14-July 2, 1971. AUDIENCE: Twenty selected participants, six with master's degrees, 13 with bachelor's degrees and one employed on a warranty. Seven colleges and universities and the four geographic districts of the state were represented, also the two predominant ethnic groups. Most participants had a wide variety of work experiences. CURRICULUM: This covered three areas: 1) occupational orientation for the middle school, 2) consumer and homemaking, and 3) occupational preparation in food service and child care. Details of the curriculum are included. TEACHING METHODS: The first 2 weeks were organized on a group interaction format, during the third week the organization varied according to the microteaching model. MATERIALS OR FACILITIES: Two air-conditioned rooms were available for discussion and group interaction. Help was provided through a resource materials center and the audio-visual center. EVALUATION: A self-evaluation model was used throughout the institute, with pre- and post-assessment of perceptions and beliefs providing evidence of change in the affective area. (MBM)

ED 059167

FINAL REPORT

of

HPDA SUMMER INSTITUTE

for

HOME ECONOMICS-GAINFUL TEACHERS

of

THE DISADVANTAGED

SCHOOL OF HOME ECONOMICS
SOUTH CAROLINA STATE COLLEGE
ORANGEBURG, SOUTH CAROLINA

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Dr. Annabelle Sherman, Dean
Dr. Hortense W. Dixon, Director
Mrs. Eloise M. Coan, Instructor

June 14 - July 2, 1971

SP 005 528

FOREWORD

The final report of the EPDA Summer Institute for Home Economics-Gainful Teachers of the Disadvantaged, conducted by the School of Home Economics, South Carolina State College, June 14-July 2, 1971, is prepared in two parts. Part I includes the proceedings of the institute and other program materials. Part II includes curriculum materials in three areas: 1) Occupational Orientation for the Middle School, 2) Consumer and Homemaking, and 3) Occupational Preparation in Food Service and Child Care.

Curriculum materials for Part II as developed by institute participants are being compiled for field testing during the school year 1971-72. It is anticipated that these materials will be refined and readied for publication in a follow-up institute during the summer of 1972.

For further information concerning the institute write to:

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INTRODUCTION

For a number of years, the major concern of educators was the learners ability. It was assumed that the capacity to learn was measured by a variety of standardized tests. Youth growing up in socially and economically depressed environments, with few experiences beyond this environment, were frequently believed to be either unwilling or unable to learn. These children were expected to make all of the changes. Rarely has the school been called upon to change.

For several years now an increasing number of educators have turned their attention to the heterogeneity of learning styles among the socially and economically disadvantaged learner. As we have explored this idea, it has become evident that children who grow up in depressed environments have ability although many have adaptive learning styles that are unresponsive to traditional educational philosophy, methods and materials.

The question of the unresponsive learner led to a proliferation of writings on the "disadvantaged child". What was different and difficult about this child; his family and his subculture occupied a substantial portion of the educational literature of the mid and late sixties. Less attention was given to the influence of teachers perceptions on teaching behavior and consequently learner behavior.

The major focus of this institute has been upon teaching behavior that facilitates learning with youth who live in socially and economically disadvantaged environments. It is quite possible that if we can facilitate learning for the disadvantaged, we may find the ways to enhance learning for all nations children.

-Annabelle S. Sherman
Dean, School of Home Economics

-Hortense W. Dixon
EPDA Institute Director

PURPOSES

The institute was organized around five of the major components believed to influence the quality of the relationship between the learner and the teacher. The five components chosen were

1. Characteristics of the disadvantaged learner.
2. Perceptions and beliefs of the teacher.
3. Facilitators of learning.
4. Curriculum material.
5. Teaching skills.

Components one through three were judged to be pervasive. The primary emphasis during the first week was on these components. However, these components were included in the second week which was devoted to curriculum materials as well as the third week which focused on teaching skills. Objectives for each week appear by the week in the institute proceedings.

METHODS

THE PARTICIPANTS:

Information and applications concerning the institute were sent to fifty vocational home economics teachers of South Carolina. Twenty participants were selected by a panel comprised of representatives from the School of Home Economics at South Carolina State College and the Office of Vocational Education, State Department of Education. Priority was given to teachers who were in the first year as teachers of Home Economics-Gainful, Pre-Vocational

or Special Needs. Many of the participants were experienced teachers who had been reassigned to new programs.

The institute participants were varied in their background and competencies. Of the twenty participants enrolled, six had Master's degrees, thirteen had Bachelor's degrees and one was employed on a warranty. Seven colleges and universities were represented by their graduates in the institute. The four geographic districts of the state of South Carolina were represented. Some of the teachers had as many as twenty years of teaching experience. Most had a wide variety of work experiences and several had extensive business experiences. Teachers accepting the invitation to participate in the institute represented the two ethnic groups predominant in the state. The variety represented in the group added a dimension not to be found in a completely hemogenous group.

FACILITIES:

South Carolina State College made excellent provision for the project. Two expansive air conditioned rooms were made available for discussion and group interaction. A resource materials center in the classroom was staffed by institute participants.

The Audio-Visual Center provided the institute with three portable videocording units, tape recorders, projectors and services as needed.

ORGANIZATION:

The three week institute began each day at 9:00 a. m. and ended at 4:00 p. m. with an hour and fifteen minutes for lunch. One fifteen minute break was scheduled in the morning and one in the afternoon.

The first two weeks of the institute were organized on a group interaction format. Three groups were formed on the basis of common problems, teaching assignment for the ensuing school year and experiences. The groups were: (1) Consumer and Homemaking, (2) Special Needs in the Middle School, (3) Occupational Homemaking. Following the initial planning period, the groups organized to facilitate responding to ideas derived from guest consultants, readings, films, tapes, 'rap' sessions, field trips and similar forms of sensory in-put. Time was provided in the schedule for each group to report to a larger group.

During the third week the organization of the group varied according to the micro-teaching model. The participants rotated in serving as students, critics and teachers during the performance sessions.

Four ways of facilitating learning with the disadvantaged learner were identified. These represented learning theory translated into behavior. Throughout the institute, these four facilitators provided the major ideas to frame the reference for teaching the disadvantaged learner. The conclusions reported in the workshop proceedings were organized around these concepts.

EVALUATION:

A self-evaluation model was used throughout the institute. Pre-and post-assessment of perceptions and beliefs provided evidence of change in the affective area.

The first week the group was asked to rate themselves on progress toward the attainment of each objective on a continium from achieved to not achieved.

The second week, the group was asked to identify new learnings, reinforced learnings and generalization related to curriculum development that

were formed this week. Individually developed but coordinated curriculum sequences provided additional evidence of change in behavior.

During the third week, self-evaluation and peer evaluation of teaching skills in addition to the teach-critique-reteach cycle provided immediate feed-back on behavior changes. Modified versions of the Stanford Scales on teaching skills were used to rate performance on the specific teaching skills. First and final tapes were preserved as evidence of behavior modification.

Continuous feed-back from the participants, each day of the workshop, provided a basis for evaluating the effectiveness of daily activities. These sessions gradually became a self-evaluating mechanism.

Finally, each student assessed his growth throughout the three week period and indicated areas that needed to be strengthened as well as next steps following the institute.

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INSTITUTE PROCEEDINGS

The First Week

June 14 - June 18, 1971

OBJECTIVES:

1. Identify problems in relating to oneself and to others.

2. Feel comfortable while participating with the group.

3. Relate emerging issues in vocational education to program needs for the disadvantaged.

4. Describe interrelated problems faced by disadvantaged youth and adults with family - teachers, community and school.

5. Relate the concepts - "Motivation", "Communication," Reinforcement", and "Activities that make a difference", to facilitating learning with the disadvantaged.

6. Write generalizations relating characteristics of the disadvantaged to each technique used in facilitating learning.

7. List ten ways you can help disadvantaged youth and adults know how to secure services available through community agencies.

8. Devise five ways of working cooperatively with community agencies.

The first week of the institute focused on "Developing Perspectives for working with the Disadvantaged in Occupational Programs." The in-put came from a variety of professional consultants in the areas of vocational education and educating the disadvantaged; from films and audio-tutorial programs. In addition, two members of each group volunteered to read and provide additional in-put from the following sources during the group work.

1. To Make A Difference - Teaching In The Inner City.

2. Analyzing Performance Problems.

All group members read the following:

1. Body Language
2. Motivation
3. Reinforcement
4. Developing Attitudes Toward Learning
5. Teaching The Disadvantaged
6. Reaching Out To Those We Teach

Conclusions were formulated based on the perceived relationship between the concepts in the readings and ideas that emerged from the film and the consultants' presentations.

IDENTIFICATION OF THE PROBLEM[1]

In teaching the disadvantaged the greatest problem is in dealing with the self. Over the years we have built up a system of sterotypes that makes every person who is different wrong or worthless. These are human beings and they deserve to be respected. I respect each of you. Am I color blind? - NO!. But I will deal with you only on the basis of your humanity.

How do we deal with the problem of "separation"? When black kids group themselves together and white kids group themselves together, what do you do? I observe in this group that not one white or black person is sitting next to the other. Where is the root of our concern? Is it in the sterotype that blacks are different from whites? Is it in the fear that your daughter or son will marry one of them? People are not that much different from each other morally, spiritually, socially or educationally. When we become capable of dealing with people on the basis of their humanity, we can begin to "hear" what they are saying rather than what is being said about them.

What we are talking about is all related to the extent of our own self actualization. Ask yourself these questions.

1. Are you willing to get to know one another?
2. Do you share honestly with one another?

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[1] Program notes summarized from, "Identification of the Problem - Dynamics of Group Work". Mr. James Luck, Associate Director, Center for Integrated Education, University of South Carolina, Columbia, South Carolina.

3. Do we read about all kinds of things and look at all type of television programs?

4. Do we learn the names of people as a part of the process of knowing and becoming?

5. Do we respect all work as honorable?

6. Are you willing to experiment with yourself

7. Can you understand your own emotions?

8. Are you real, honest and together?

9. Can you give and take feed-back

10. Are you able to look at the people in the institute and see growth and honesty of expression and communication?

11. Is it important to black and white alike that you speak when and wherever you see each other again?

Accepting people as they are is a pre-condition for what you are willing to do to prepare students for work beyond the school. It is a pre-condition in providing for the identity of children. This is a great challenge for multi-ethnic groups -- for what you can do depends in great measure on what you know about the people and what you know about yourself.

PROGRAMS FOR YOUTH WITH SPECIAL NEEDS[1]

What Is Pre-Vocational Education

Pre-vocational education is designed to be taught in the seventh, eighth, ninth and/or tenth grades and shall consist of a minimum of five different areas of vocational education as well as a unit on the world of work. Components that constitute the curriculum in pre-vocational education should consist of communicative, computational, and quantitative skills along with occupational information and civic responsibilities in conjunction with skill training. The concept of pre-vocational education is exploratory in nature. The course is designed to provide the student with an orientation to the various occupational areas available for skill training in that particular school community setting.

Why Pre-Vocational Education

It is generally agreed that a period exists in the life of every normal child where he explores in some manner or form the vocational choices that will be available to him as an adult. It is also generally agreed that an individual goes through a period of adjustment and transition before concepts are crystalized into a form whereby an individual specializes into an area of work which has a degree of permanence ...

The majority of these pre-vocational programs are designed to give students exploratory training in basic vocational areas at the junior high level, mainly eighth grade. This enables students to make wise choices regarding vocational training upon reaching the eleventh grade.

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[1] Program notes summarized from a presentation by A. L. Lester, Director of Special Services, State Department of Education, Columbia, South Carolina.

The Role of the Instructor

The primary function of the instructor is to make things happen to the trainee through motivated action. The instructor must be a trained observer able to judge progress and difficulty and able to lead the trainee through the program. He also serves as a model for the trainee who may have no other models. The disadvantaged trainee often comes to identify with the instructor and copy his behavior.

The instructor should be properly strict but never punitive. He must possess a thorough knowledge of his subject, yet present his knowledge and experience to the trainee in simple and practical terms. His instructional methods should avoid unnecessary repetition and oversimplification, yet employ a level of instruction the disadvantaged trainee can understand.

The instructor should expect more of the trainee than the trainee can accomplish in order to stimulate progress, yet not expect so much that the trainee is demotivated. In the classroom and shop, the instructor must communicate to each trainee a personal and honest concern, yet never lose rapport with the class as a whole.

COUNSELING AND SUPPORTIVE SERVICES FOR THE DISADVANTAGED[1]

Characteristics of the Disadvantaged

The term, disadvantaged, "Includes persons whose needs for such programs or services result from poverty, neglect, deliquency or cultural or linguistic isolation from the community at large, but does not include physically or mentally handicapped persons . . . unless such persons also suffer from the handicaps described in this paragraph," according to the tentative rules and regulations.

The disadvantaged are concentrated in the central city slums or the rural depressed areas. They have low family incomes and their parents have low educational attainment. They are unfamiliar with the world of work and are disillusioned and frustrated by the existing school system.

They do not usually succeed in conventional school settings and frequently need an alternative path in which to develop their potential. In the classroom they are considered as misfits or disrupters, and they exhibit hostility and unruliness, or passiveness and apathy. Psychologically, they drop out of school two or three years before they drop out physically. The schools have not succeeded in preparing most of them for work.

Their work history has been characterized either by underemployment in mental and dead-end jobs. Many have had no opportunity to consider a vocational goal. Although they want training with a clear and definite promise of a job, they may resist training because they are dubious about

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[1]Program notes summarized from a presentation by C. L. Wilson, Vocational Education Guidance Consultant at Orangeburg, South Carolina, EPDA Institute for Home Economics-Gainful Teachers, June 15, 1971.

the genuineness of the opportunity or because they fear their lack of experience and low academic achievement will embarrass them. In other words, their conditioning to the world of work has been a negative one.

Nevertheless, the evidence suggests that the disadvantaged are not appreciably different in their yearnings, ambitions and potential from anyone else. What they require is training in a defined skill with a bona fide job opportunity, offering a clear pathway to advancement. The challenge to vocational education is to understand their problems and to construct the kinds of programs and services that will deal with their fears and hopes.

EMERGING TRENDS IN VOCATIONAL EDUCATION[1]

Since the initial legislation creating vocational education in 1917, changes directly related to employment have occurred. Among these are an increasing number of women in the labor market; white collar workers now out number blue collar workers and career requirements are changing rapidly in direct proportion to the degree of specialization required.

As changes in the career would emerge, the emphasis and organizations of curriculum in what we presently call "career education" changes. Emerging is the concept of career education from kindergarten through adulthood. This concept may fit into a curriculum organization pattern similar to this.

Kindergarten through Elementary	Occupational information
Intermediate	Occupational exploration
High School	Preparation in career choices
Post High School	Specialization beyong high school
Adulthood	Retraining and trained

Throughout this sequence there would be a merging of the academic and the vocational. An early start (kindergarten) may enable us to begin to erase the useless dichotomy existing between the academic and the vocational. In

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[1]Program notes summarized from "Emerging Issues in Vocational Education". Dr. Robert Worthington, Assistant Commissioner of Education, New Jersey Department of Education, Trenton, New Jersey.

the process we may restore vitality to learning as its value becomes highly visible in relation to one's aspirations and goals.

In order to achieve the goal of the elimination of unemployment the following priorities have emerged:

1. Work toward a closer relationship between vocational education and general education.
2. Increasing opportunities for the disadvantaged and the handicapped.
3. Expanding residential vocational centers for youth whose environment mitigates against learning.
4. Vocational education in the elementary schools.
5. Job placement and follow-up.
6. Development of consumer education program.
7. Improving vocational teacher education.

For vocational education to make a difference in the lives of the disadvantaged teachers and schools will need to take a different view of themselves as teachers and of the disadvantaged as learners. There are numerous lists of guidelines that may be useful. I offer these to you as an incomplete but representative group.

1. Teachers must believe that learning is possible.
2. The teaching emphasis is toward learning rather than passing or failing.
3. Use material that the student recognizes is familiar with and enjoys.
4. Give them recognition.

5. Our context should be structured into instructional modules so that only those modules which are essential and necessary to develop these attitudes, skills, etc. should be provided to eliminate the unnecessary and emphasize the essential.

6. We should learn how to apply techniques that will help the disadvantaged improve their self-concept, giving a feeling of worth, the feeling that they are somebody.

7. Cooperative education experience is an excellent bridge between the school and employment that need to be pushed much more for all kids and the disadvantaged especially.

8. Course content and activities should be exciting and they should be relevant.

9. Instruction should be individualized to a highest degree possible.

10. Relationship should be established with employers to encourage them to provide support for disadvantaged graduates of vocational programs.

MOTIVATING YOUTH WITH SPECIAL NEEDS

and

PROGRAM DEVELOPMENT FOR SALEABLE SKILLS[1]

Working with youth who have special needs is especially challenging and also rewarding. Establishing rapport is necessary before one can begin to motivate. Establishing rapport requires that we stand in the shoes of the disadvantaged. This provides the basis for a revitalizing pupil-teacher relationship. We can help students to work with us when we are fair, sincere and help them develop a good self image.

What are some of the tangible ways that we can motivate the disadvantaged?

1. Provide an opportunity to observe other successful people.
2. Provide practice in life-like situations.
3. Praise them for their effort and their accomplishments.
4. Relate to their previous experiences.
5. Seek to understand the values of your students.
6. Vary the repetition of materials and experiences.
7. Use open end statements to motivate students to express themselves.
8. Use film to record evidences of successes and use these to motivate classes.

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[1]Program notes summarized from a presentation by Miss Barbara Wise, State Supervisor, Home Economics and Home Economics-Gainful, State Department of Education. South Carolina State College, June 17, 1971.

The slides shown here today represent examples of youth and adults either at work in occupational classes or working on the job. These are used to illustrate the value and effectiveness of pictures. What you can see tells far more than words can express.

The slides also represent success models that may be used to encourage many disadvantaged students. These models of success are keys to motivating disadvantaged youth.

E V A L U A T I O N

FIRST WEEK

June 14 - 18, 1971

EPDA SUMMER INSTITUTE
SOUTH CAROLINA STATE COLLEGE
ORANGEBURG, SOUTH CAROLINA

EVALUATION OF INDIVIDUAL PROGRESS

The First Week

At the end of this week, you should be able to:

1. Identify problems in relating to oneself and to others.

2. Feel comfortable while participating with the group.

3. Relate emerging issues in vocational education to program needs for the disadvantaged.

4. Describe interrelated problems faced by disadvantaged youth and adults with family - teachers, community and school.

5. Relate the concepts - "Motivation", "Communications", "Reinforcement", and "Activities that make a Difference" to facilitating learning with the disadvantaged.

6. Write generalizations relating characteristics of the disadvantaged to each technique used in facilitating learning.

7. List ten ways that you can help disadvantaged youth and adults know how to secure services available through community agencies.

8. Devise five ways of working cooperatively with community agencies.

SELECTED PARTICIPANTS' RESPONSES FROM FEED-BACK TAPE

WEEK OF JUNE 14 - JUNE 18, 1971

1. "I have become aware of my silent language, body movements and other forms of non-verbal communication."

2. "We have been playing the game of body language unconsciously all of our lives -- it's time we started playing the game consciously."

3. "He was great! I could listen to him talk all day. He was a great help to those of us going into unified school systems. He tells it like it is."

4. "What a mess - to learn that you don't know yourself. This session helped me to accept this as a first step in getting to learn about others."

5. "Disadvantaged children respond in direct proportion to the stimulation of the teacher."

6. "When we listen to disadvantaged children and really hear what they are saying - then we can use this information as making some decisions about curriculum development. This may be an approach to the issues of relevance."

THE SECOND WEEK

June 21 - 25, 1971

OBJECTIVES:

1. Extract five or more characteristics (economic, social, psychological, educational) of students entering occupational and consumer education programs in Home Economics.

2. Identify ten characteristics of work needed to satisfy the need for self-conceptualization of present day teenagers.

3. Identify five characteristics of teachers who facilitate growth among disadvantaged youth.

4. Write a sequence of related objectives for a specific occupational program.

5. Design appropriate learning experiences and activities for the sequence of objectives. Develop evaluation procedures for each objective.

The second week was concerned primarily with planning and developing curriculum materials. The groups were organized around three major aspects of the Vocational Home Economics Program as follows.

Group I	Occupational Orientation in the Middle School
Group II	Occupational Preparation in Food Service and Child Care
Group III	Consumer and Homemaking Education

An Audio-Tutorial Program developed by Grace Granberg at the University of Washington was used by individuals and small groups as in-put was needed or desired on the phases of program development. A series of program development film strips on educational objectives, performance standards and evaluation were used independently by the participants as an additional aid to learning.

The curriculum library included self-instruction programs in eight occupational areas. Additionally, a variety of curriculum guides in the Occupational and Consumer Homemaking were available. In as much as little or no work was discovered for Occupational Orientation in the Middle School, this group developed teaching materials as well as a curriculum guide.

The curriculum materials completed during this week are being edited for field testing in the Fall of 1971.

CONCLUSIONS

I. GENERAL

1. Curriculum materials are limited tools that assist individuals in achieving educational goals.

2. The teacher is the catalyst in the process of learning. The child, the student body, the family, and the curriculum are all contributing or limiting factors, but it is the teacher who can make things happen in a classroom.

3. No evidence exist that poor children, black, or white have any different intellectual potential from that of middle, or upper income children.

4. Poor children can learn to read, write, compute, reason, and create as well as other children if taught effectively.

5. Decisions about what should be taught are influenced by the teachers knowledge of students interest and concerns as well as needs required to be fully functioning in our society.

6. No one individual has the ability or right to say a certain thing is right or wrong. Each person, even the student has his or her right to express their opinion.

7. The school must accept the responsibility for solving problems created by the effects of technology and science on society.

8. The disadvantaged or special needs student possess certain strengths, weaknesses and interests that may be different from other children.

II. OBJECTIVES

1. Objectives need to be clearly stated so that there is no doubt as to the kind of behavior expected.

2. A statement of objectives should describe not only the kind of behavior expected but the context in which the behavior occurs.

3. When stating objectives avoid the words understanding, knowledge, insight, and appreciation. These words relate to assumptions and are too global to be useful.

4. Goals that are immediate and clear to the student will facilitate learning.

5. Behavorial objectives serve as a guide in providing for positive learning activities.

III. LEARNING PROCESS

1. Individualized learning experiences included in the curriculum for the disadvantaged child facilitate learning and permits variety in style and speed of learning.

2. Communicating and giving directions are some means of providing practical learning experiences.

3. The physical style of learning applies to all children, regardless of the socio-economical status of the child.

4. Abstractions make sense when ideas are rooted in the experience of the child and the universal needs of children.

5. When an individual experiences satisfaction from a particular pattern of behavior, he is likely to incorporate the pattern into his behavior.

6. A learning experience must make a difference in the individuals behavior.

7. Circumstances in an environment can be arranged so that a child will be encouraged to do something that will result into learning.

8. Providing a variety of experiences will motivate and assist children in the learning process.

9. A child responds to the teacher according to the way she communicates with him.

10. Directions that are simple, explicit, clear, definite and precise, facilitate learning.

CONCLUSIONS

11. Motivation is an important factor in promoting learning.

12. Negative reinforcement produces a marked degree of regressive or repetitive behavior in disadvantaged learners.

13. Teachers who take a positive view toward self evaluation grow in their capacity to teach disadvantaged children.

IV. TECHNIQUES

1. A variety of techniques and methods should be available for securing evidences of learning.

2. The video-tape recorder may be used effectively with students in some group activities as well as in teaching.

3. A student will achieve more if the teacher will use a variety of procedures for motivation and evaluation.

4. The letter writing approach provides a way of learning about your students.

V. EVALUATION

1. Behavioral objectives permit more appropriate evaluation procedures.

2. Evaluation that provides continuous feed-back facilitates learning.

E V A L U A T I O N

SECOND WEEK

June 21 - 25, 1971

EPDA SUMMER INSTITUTE
SOUTH CAROLINA STATE COLLEGE
ORANGEBURG, SOUTH CAROLINA

EVALUATION OF INDIVIDUAL PROGRESS

The Second Week

At the end of this week, you should be able to:

1. Extract five or more characteristics (economic, social, psychological, educational) of students entering occupational and consumer education programs in Home Economics.

2. Identify ten characteristics of work needed to satisfy the need for self-conceptualization of present day teenagers.

3. Identify five characteristics of teachers who facilitate growth among disadvantaged youth.

4. Write a sequence of related objectives for a specific occupational program.

5. Design appropriate learning experiences and activities for the sequence of objectives. Develop evaluation procedures for each objective.

SELECTED PARTICIPANTS' RESPONSES FROM FEED-BACK TAPE

WEEK OF JUNE 21 - JUNE 25, 1971

1. "The institute is becoming more meaningful. I am fairly new in teaching. Last week I did not know what to look for. I am beginning to realize now how much I have to learn, not only about the field of food service but about teaching."

2. "I would like to learn more about motivation and reinforcement."

3. "We have not always known the many ways that we influence our students attitudes and performances. We need more of this."

4. "Need more information on consumer education."

5. "Need more information on programming for the middle school."

6. "The institute is getting harder, but I think that is good. I am learning so much from the Black teachers who are here. They are helping me understand how to communicate with the students I have had for two years. I have not always known how to speak their language. I have wanted to help them but I have not known how. Although the institute is becoming more demanding, for me, I think it is going to mean more."

THE THIRD WEEK

June 28 - July 2, 1971

OBJECTIVES:

1. Operate the video-corder and camera.

2. Demonstrate the following skills in a 10 minute Mini-lesson with a group of disadvantaged learners:

   a. Inducing and maintaining set.

   b. Obtaining attending behavior.

   c. Using examples and illustrations.

   d. Demonstration cycles.

   e. Reinforcement.

   f. Asking questions.

   g. Verbal and non-verbal communication.

   h. Achieving closure.

3. Critique a video lesson on specific teaching skills.

4. Project plans for using the video-corder in teaching disadvantaged youth and adults.

During the third week the focus was on developing teaching skills. Teaching skills were selected that are believed to have specific relevance to the teaching difficulties observed in many teachers of the disadvantaged. Although these skills represent only a limited part of a theory of teaching, they can be useful in identifying a starting place.

The skills used were:

1. Establishing Set
2. Reinforcing
3. Questioning
4. Framing the Reference
5. Demonstration Cycle
6. Role Playing
7. Achieving Closure

It is generally recognized that in-service education of teachers includes teaching behavior. This is a more nebulious area and is more difficult to translate from theory to the behavior. Evaluation is often very subjective and clouded with personal beliefs about the teachers role in the classroom. Because of this, the micro-teaching model was selected as a tool for use in this phase of the institute. Modified versions of the Stanford Scales were used to evaluate specific skills. A scale for evaluating integrative skills in a mini-lesson was developed specifically for use in this institute.

A five minute lesson was taught and critiqued immediately. Time was provided for replanning the lesson and it was then taught and critiqued. This cycle was repeated six times and followed by a ten minute lesson. A different group of raters evaluated each of the skills and the total performance.

Tapes for selected teaching skills were preserved and the final ten minute tapes were preserved as evidence of growth.

MICROTEACHING

1. Plan and teach a short lesson to a small group of students; concentrate on one teaching skill.

2. Critique the lesson.

3. Replan and reteach the lesson to another small group of students.

4. Critique the lesson.

ADVANTAGES

1. Teachers learn new skills.

2. Teaching practices becomes more manageable.

3. Immediate feedback provided.

4. Opportunity to practice.

5. Opportunity to polish teaching skills and new techniques.

LIMITATIONS OF MICROTEACHING

1. Practice will not always generalize to larger groups.

2. Some teaching situations not appropriate for microteaching, e.g. classroom control techniques.

3. Expense of training program.

CONCLUSIONS

Illustrations of Teacher Behavior Demonstrated for Specific Teaching Skills

SKILL: Establishing Set

1. Posters were prepared to pin point specific information.
2. Actual objects were used. (Money, sewing equipment, measuring and cooking utensils, labor saving devices, storage equipment, toys, flowers, etc.)
3. Teachers were attractively and modishly dressed.
4. Surprise packages were used to introduce the element of mystery.
5. Teachers communicated in the language of the contemporary teenage culture.
6. Teachers appeared to be enthusiastic and excited about the class activity. They joked and laughed with the students and created a relaxed respectful atmosphere.
7. Quotation and single words were used to create in the topic. ("The door to success is marked Push.")
8. Games were used to get every one involved. (Guessing games)
9. Questions related to the learners previous experience stimulated student involvement.
10. Some teachers established set through their dynamic and cheerful attitudes.
11. Giving each student something to observe, model, touch or display effectively engaged their attention.
12. Many teachers used analogies as a mean of touching base with the reality of the learners' experiences.

SKILL: Framing the Reference

1. Role playing enabled the students to see the situation in which they would be asked to respond. (Practical Nurse and patient; Greeting customers in a restaurant, acting out a nursery story.)

2. Video-tapes were used to show problem situations related to procedures. (Going for an interview, addressing a customer, fitting a garment, weighing ingredients, temper tantrums, etc.)

3. Interpreting meaning of an object, such as a wedding ring, brought forth many points of view about symbolisms.

4. Some teachers posed situations and problems related to the lesson and asked students to think of alternative courses of action.

5. Interpretation of record, events and behavior in different sub-cultures.

SKILL: Reinforcement - Non-Verbal Reinforcers

1. Smiles
2. Pat on back
3. Nod of head
4. Gestures of approval
5. Motion of hands
6. Eye movement
7. Write responses on the black board
8. Post examples of all students' work
9. Touching pupils on the shoulder

Verbal Reinforcers

1. Uh huh
2. Fine
3. Very good
4. Good
5. Excellent
6. Splendid
7. Right
8. Good thinking
9. Great idea
10. That's one I didn't think of
11. Wonderful
12. Beautiful
13. Right-on
14. Now
15. Yeah! Yeah!
16. Very well done

SKILL: Questioning

KEYWORDS USED IN QUESTIONING

Descriptive

1. Where
2. What
3. When
4. How
5. How many

Translation

1. Describe an instance
2. State words that represent
3. Describe characteristics
4. Role play a situation
5. Give me an illustration
6. Have you seen an example

Application

1. What should you do if --
2. Solve
3. Given two situations, which would you rather - -
4. Construct
5. Make a
6. Given two problems - use facts to solve
7. Use the procedure and -

Analysis

1. Explain why
2. Why should
3. What is the difference
4. What purpose does
5. Compare
6. In what ways are these similar
7. In what ways are these different
8. What are the reasons

Creative thinking

1. If -- then what
2. What might have happened
3. Finish the story of -
4. Write a story
5. Complete the - - -
6. Draw a plan
7. Develop a procedure

SKILL: Achieving Closure

1. Asking questions
2. Visual aids that summarized
3. Students called upon to summarize:

   "Will someone in the class give a summary of what we have covered thus far."

   "Let's go over the major points."

   "Let's review major steps."

   "Who will review what we have covered?"

   "Does anyone else have a point to add?"

   "The steps are ----------

4. Teacher summarizes major ideas.

E V A L U A T I O N

THIRD WEEK

June 28 - July 2, 1971

EPDA SUMMER INSTITUTE
SOUTH CAROLINA STATE COLLEGE
ORANGEBURG, SOUTH CAROLINA

EVALUATION OF INDIVIDUAL PROGRESS

The Third Week

At the end of this week, you should be able to:

1. Operate the video-corder and camera.

2. Demonstrate the following skills in a 10 minute Mini-lesson with a group of disadvantaged learners:

    a. Inducing and maintaining set.

    b. Obtaining attending behavior.

    c. Using examples and illustrations.

    d. Demonstration cycles.

    e. Reinforcement

    f. Asking questions.

    g. Verbal and non-verbal communication

    h. Achieving closure.

3. Critique a video lesson on specific teaching skills.

4. Project plans for using the video-corder in teaching disadvantaged youth and adults.

SELECTED PARTICIPANTS' RESPONSES FROM FEED-BACK TAPE

WEEK OF JUNE 28 - JULY 2, 1971

1. "I am very interested in improving my skills of communication - speaking the professional language.

2. "Establishing set helps our children get interested in what we are doing. Reinforcing them is another way of letting them know we appreciate them. This is something that we can use when we can get our students participating. This will make for a better teaching and learning situation.

3. "This is a chance for me to see if I have the skills needed to teach.

4. "Very stimulating. It is a good way of improving our own teaching. At first we rejected the idea and even refused to think about it.

5. "More than meaningful. Establishing set is a great way to get your students involved. As they become more involved, participation increases and so does learning.

6. "I shall take a different look at how I evaluate my students.

7. "A very inspiring experience. It has proved to me that teachers can be criticized and that they are willing to accept the criticism and strive to make improvements.

8. "I am sure I will have far more consideration for my students when introducing new materials and methods because of this experience of evaluating myself and being evaluated by my peers.

9. "This is an excellent means of self evaluation. You can see yourself and hear yourself. During the reteach, corrections can be made and you can see immediately how much you have improved.